

Cleveland State University
Fall Semester, 2017
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

UST 302: Contemporary Urban Issues (Section 50)

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Course Description

This is an upper-level undergraduate course designed to explore American urban life, with a particular focus on issues of race, class and ethnicity. The class addresses the physical, social and economic dimensions of the urban crisis and emphasizes African-American communities. Many of the topics covered in this course may be controversial and challenge individual opinions. Therefore, do not take differences in opinion personally. Having respect for people with differing opinions is fundamental to an open, educational discourse.

Course Objectives

This course provides students with both scholarly and practical skills. At the end of the semester, students are expected to:

- Describe the core issues and challenges relevant to urban America; identify the historical and contemporary forces that have influenced or caused these challenges.
- Through examples and case studies examine legal and public policy responses to urban areas, particularly issues of race and ethnicity, and analyze their adequacy.
- Identify explanations and measures of the relationships between urban places and between various racial and ethnic groups in the U.S.
- Develop critical thinking and analytical skills through writing assignments and group discussions.
- Analyze a core urban challenge and write an urban research paper.

This course uses CSU's Blackboard system to disseminate information and collect assignments. Therefore, students must have access to a computer and the Internet. Contact the University Help Desk (216-687-5050) or the Center for E-Learning (<http://www.csuohio.edu/elearning/>) for issues with Blackboard.

Course Requirements

Students are required to:

1. Read all assigned readings,
2. Actively participate in online group discussions,
3. Prepare and submit all written assignments on-time, and
4. Edit written assignments extensively prior to submission.

Required Text and Readings

All readings are **required**. The textbooks are available for purchase at the CSU Bookstore: Doreen Swetkis & Wendy A. Kellogg, eds. 2013. *The 21st Century American City: Race, Ethnicity and Multicultural Urban Life*, second edition (Dubuque, IA: Kendall/Hunt Publishing Company) and Myron Levine ed., 2013. *Taking Sides, Clashing Views on Urban Issues*, McGraw-Hill. Additional readings, as outlined in the schedule are available on electronic course reserve at the University library (noted as **ER**). Supplementary readings or links may be posted on Blackboard (organized by week).

Assignments

All papers should be well-written, clearly organized, and edited (for content, style and grammar). You should take care to address all of the requirements for each assignment and submit them on-time. The penalty for late assignments is one half a letter grade per day. For example, an A- becomes a B+ if submitted one day late). **Due dates are also listed in the “Course Schedule” part of the syllabus and on the Blackboard Calendar.**

All papers must be submitted as **Microsoft Word** documents through Blackboard. No other forms of submission will be accepted. As a writing across the curriculum course, submitting in Microsoft Word format allows me to provide thorough and detailed feedbacks on your draft papers.

ASSIGNMENT	PERCENT	POINTS
“Warm Up” critical thinking paper	5%	15
3 “Taking Sides” critical thinking papers	15%	60
5 Discussions	30%	50
“Taking Sides” presentation	15%	60
Draft Research paper	10%	50
Final research paper	25%	100
Total	100%	335

Assignment Due Dates

Each assignment and discussion has the due date listed next to it in Blackboard Learn. In addition the instructor sends out *Announcements* in Blackboard Learn reminding students what is due that week and if there are any changes to the syllabus. Grading rubrics will be provided for Assignments. This is a compressed course so it is vitally important to keep up with all assignment due dates. **Late Assignments will be deducted one point per day late. Late discussions postings will not be accepted.**

Warm Up Critical Thinking Paper (5 %)

After reading an assigned Urban Economic Development issue paper in *Taking Sides* you will be required to critically review the competing perspectives on the topic and discuss how those perspectives might be relevant to the City of Cleveland (1-2 pages).

Taking Sides Analysis Reports (15%)

Throughout the semester, using the “Taking Sides” text book we will examine critical issues on which there can be contrasting perspectives, for instance, different analyses on the causes and solutions of contemporary urban problems. The issue papers are listed for each of the 6 modules. **You are required to choose 3 “issues” from the different weeks** and, using the report form posted on Blackboard, complete an analysis and discussion of these contrasting perspectives. Analysis of the issues is designed to develop your critical thinking skills and to help you appreciate how arguments are expressed, developed and supported in writing. This type of exercise may be new to many of you and you may feel uncertain about how to critically examine, analyze and compare articles, particularly those that represent competing perspectives on an issue. To help you I have attached a guide, “Questions to Ask When Examining a Position”. I suggest that you read this first to familiarize yourself with the questions. For the respective *Taking Sides* papers, read them once for sense and then re-read them with the questions in mind (You might find it useful to jot down notes as you work your way through the questions). This should help you complete your report and in coming to a conclusion about which perspective you find most convincing. Hopefully, these questions will also serve as guidelines you can use throughout the course.

Discussions on Critical Issues (30%)

After reading the required assignments for the week, students are required to respond to a question or set of questions that is posted by the instructor on the *Discussion* section of Blackboard. The online discussion board is an exercise in “writing to learn” and fostering a deeper understanding of the course materials. Every week, you will post an original response to a posted discussion. As an online class, this constitutes the primary mode of participation. In order to sufficiently respond to discussion questions, you must draw on the required readings and other posted materials for the week. ***Discussions must be delivered by the due date listed on Blackboard as well as in the syllabus course schedule. The discussion boards will be locked once the due date has passed and late entries will not be accepted.***

The minimum standard for participation in online discussions is to:

- Read the Instructor’s posting and follow the directions carefully;
- Post an original response (c. 300 words) to the discussion question;
- Read several postings by fellow students
- Post 2 original responses to class mates’ postings. Your comments on per responses should be approximately 100-200 words.
- Responses should be unique and not mere repeating of points previously made.

Your responses will be visible to all students enrolled in this section of the course and will not be anonymous. You are required to engage in thoughtful discussions while maintaining a culture of respect for your peers. I moderate the on-line discussion threads to ensure that this standard is maintained.

Taking Sides Presentation (15%)

You will be required to choose a course topic and to present, in class, arguments and supporting evidence that support your perspective on a topic that we examine in class. You will debate this topic with a class colleague who has the opposite perspective. A list of topics and sign-up sheet will be made available in class and on Blackboard.

Contemporary Urban Issue Research Paper (Draft and Final) 10 and 25%

The primary written assignment for this course is an analysis of a contemporary urban issue (see list on Blackboard course site). Remember these topics all have an association with race, class and ethnicity so you should incorporate the role of these elements into your paper. This is a research paper, not a case study or an essay about your personal experiences or opinions. If a topic interests you but you are not sure about how to approach it, email me directly.

The body of your draft must be 3-4 pages (typed and double-spaced) and include a quick outline of where you are headed with your paper. The body of your final paper should be 8-10 pages with a minimum of 2000 words (excluding references), typed, double-spaced. In addition this paper should have a cover page and a reference page consisting of no less than six (6) different scholarly sources. Of the references cited, only one may come from the required text. You should use an assortment of books, book chapters, journal articles, reports and/or databases (e.g. the U.S. Census).

Guidelines:

The essay assignment is a “writing to communicate” exercise which emphasizes proper writing style, grammatical correctness, coherence and focus. It is intended to help develop collegiate-writing skills. Further guidance and rubric will be provided on the course homepage on Blackboard but you may find it useful to plan for a paper with the following components which are outlined in detail below:

- (1) Part 1: Problem Definition
- (2) Part 2: Existing Policies
- (3) Part 3: Alternatives & Recommendations
- (4) Final paper: parts 1-3, plus an introduction & conclusion

All papers must be typed and submitted in Microsoft Word format. You can include a cover page and an abstract, but these are not required. You should give your paper a descriptive title. Be sure to include your name on your paper. As a “Writing across the Curriculum” course, you will be graded on content and proper writing style including grammatical correctness, coherence, and focus. This is a **research paper** and you must draw on scholarly sources including: journal articles, books, book chapters and other reports. You can supplement with materials drawn from popular media (newspapers, magazines), databases (e.g., the U.S. Census), and valid internet sources (no Wikipedia!!!). You must include at least **six different scholarly sources beyond the assigned readings for this course.** The draft and final paper must have appropriate citations and a bibliography. Plagiarism will not be tolerated and I use Turn It In. Please refer to this syllabus and the CSU Student Code of Conduct for additional rules regarding plagiarism.

PART 1: PROBLEM DEFINITION

The problem definition portion of the issue paper must:

- Concisely describe what the problem is;
- Explain why it is important;
- Describe its present and potential future magnitude (and the basis for your estimate)
- Detail who is affected by it; and explore its possible cau

In this portion of the paper, address any physical causes of the problem and the underlying human sources or activity that influence the problem. Be as specific as possible. Be sure to be candid and upfront about uncertain or disputed issues, such as conflicting estimates of the magnitude of the problem. Use data that is available and cite all of your sources

PART 2: EXISTING POLICIES

The existing policies portion of the paper must:

- Define and explain existing policies, laws, regulations and/or programs aimed at combatting/addressing your problem;
- Assess whether the existing policies are effective;
- Discuss barriers to effectiveness (e.g. inadequate funding, political opposition); and
- Explain why you believe the policies, laws, regulations, and/or programs are/are not effective (and justify your analysis).

In this portion of the paper, summarize existing government laws, policies, regulations, and programs that are designed to address the problem. You also must analyze the effectiveness of these strategies and discuss why these strategies may not be sufficient to solve the problem. Be sure to consider whether or not the policies themselves are inherently flawed or if it is the implementation of a regulation, policy or program that is flawed.

PART 3: ALTERNATIVES & RECOMMENDATIONS

The alternatives and recommendations portion of the paper must:

- Identify alternative policies, regulations, or programs to address the problem;
- Describe who should be involved in solving the problem;
- Explain how and why you think alternative solutions to the problem would be effective;
- Discuss the pros and cons of your recommendations (e.g. costs, positive/negative side effects, uncertainties); and
- Identify additional analyses, research, and information that is necessary to appropriately craft solutions to the problem.

FINAL PAPER

The final paper should consist of:

- Introduction: introduces the topic, catches the reader's interest, and presents your overarching thesis;
- Problem definition: revised per comments on draft submission;
- Existing policies: revised per comments on draft submission;
- Alternatives & recommendations: revised per comments on draft submission;
- Conclusion: summarizes the paper, provides direction for the future; and
- Bibliography.

Additional writing advice:

- Use correct grammar and spelling. Edit thoroughly before submitting your paper. I recommend reading it out loud to catch mistakes.
- Cite information properly. Information literacy skills require students to address the ethical and legal uses of information.
 - When using quotations, always set them off with quotation marks and appropriately cite the author.
 - When paraphrasing information, attribute credit the author(s). Paraphrasing is the act of restating an author's words or ideas in your own words. A majority of your paper will likely consist of paraphrased information.
- Format your essay using American Psychological Association (APA) guidelines, including a title page, abstract, parenthetical references, and a reference list. If you need more information, the CSU library can provide the guidelines or see: <http://www.ulib.csuohio.edu/research/vrd/citations.html> or <http://www.apastyle.org>.
- Be careful when using internet sources. Web pages constructed by individuals that offer the owners' personal views are unacceptable. However, using the web to access academic articles is an acceptable use of the Internet for this assignment. For example, it is okay to use an article published in the *Journal of Urban Affairs* that you can download electronically. One way to determine if an Internet source is legitimate is to ask yourself, "If the Internet didn't exist, could I find this source in the CSU library?" Newspaper and/or magazine articles will likely provide relevant information for this assignment, provided they are in-depth articles on the issue (rather than editorials, letters, or commentaries). WIKIPEDIA IS NOT AN ACADEMIC SOURCE. DO NOT USE IT!
- If you need additional guidance regarding how to write or construct a research paper, contact the CSU Writing Center (information below).

Plagiarism

This course requires a significant amount of research and writing. No act of plagiarism will be tolerated. **Plagiarism may result in the student receiving a failing grade for the assignment.** The University's penalties for plagiarism are in the Student Handbook, under Academic Regulations (Policy on Academic Misconduct), see <http://www.csuohio.edu/studentlife/conduct/acadegres.html>. If you would like additional information regarding plagiarism, see the CSU Writing Center's statement on plagiarism at: <http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html>.

When you quote, or state directly what an author has said, set off the statement in quotation marks and document the source with an APA-style citation. If you derive a paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons, for example: (Johnson, 1999; Perry, 2004; Smith, 2006). Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of an author's words or ideas. Paraphrasing adds weight to the argument you are presenting. When paraphrasing, you should maintain the intent of the original passage and/or synthesize the ideas of multiple authors.

Writing Assistance

Students are encouraged to visit CSU's Writing Center for writing assistance. Call (216) 687-6981 for appointments (Rhodes Tower 124). The Writing Center also provides on-line help; see <http://www.csuohio.edu/academic/writingcenter/index.html> for more information and guidelines.

Grades

The grading scale for this course is:

A	94-100	C+	77-79
A-	90-93	C	70-76
B+	87-89	D	60-69
B	83-86	F	≤ 59
B-	80-82		

The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An "I" automatically becomes an F if not resolved by the last day of instruction of the following semester. An "I" grade may be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

The "X" grade may be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An "X" also will be reassigned by the University Registrar when no grade is submitted by an instructor.

University Deadlines

- The deadline for dropping the class is September 1st, 2017
- The last day to withdraw from the class is June 19th, 2017

Disability Statement

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

General Education Requirement & Writing Across the Curriculum

UST 302 meets the criteria for the *African-American Experience* GenEd 08 requirement and for the skill areas of *critical thinking and information literacy*.

African-American Experience Criteria:

1. This course has a primary focus on the contemporary experience of African-Americans and maintains the perspectives, experiences and/or achievements of African-Americans as central to the course.
2. This course provides students with knowledge of how the field of Urban Affairs studies and analyzes the African-American experience.
3. This course provides students with a theoretical and empirical framework for understanding inequality and distinguishing aspects of the African-American experience.

Skill Areas:

Critical Thinking: This course emphasizes critical thinking and requires students to use skills that involve the use of content knowledge to identify issues and find solutions.

Information Literacy: This course aims to improve information literacy and requires students to evaluate the accuracy, authority, objectivity, and reliability of information sources.

Knowledge/Skills Objectives: As the course proceeds students will:

- Be exposed to varied ways of analyzing issues within urban systems with a concentration on race, ethnicity and values specific to poverty and wealth in America.
- Identify strategies that exploit change and regard them with respect to the manner in which social change is influenced by a range of social, cultural, historical, political and economic currents.
- Develop skills in the areas of urban spatial analysis; the assessment of public policies and; the application of elementary data analysis in presentations and written work.
- Analyze strategies for their capacity to provide measurable spatial, social, economic and political outcomes including social justice.
- Analyze theories explaining the relationships among urban places and various racial and ethnic groups in America including their social interactions and political transactions.
- Examine the functions of politics, law, and public policy and their responses to urban issues emphasizing those that result from the intersections of people's physical and social mobility.
- Learn that both cross sectional and longitudinal research are useful in different ways particularly as they influence one's reasoning and problem solving strategies.

This is a Writing Across the Curriculum course.

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).
3. The course teaches students writing-to-learn strategies that foster students' experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.
4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.
5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide: <http://www.ulib.csuohio.edu/research/vrd/citations.html>; or go to the APA website, <http://www.apastyle.org/>
6. There will be writing assignments throughout the semester.
7. The course will address the needs of students regarding library competency.
8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Skill Areas: *Critical Thinking*

This course requires that at least 15% of the student's grade in the course is based on the evaluation of critical thinking.

- This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information that effectively identifies problems and issues and then using information to resolve issues and solve problems.)

Skill Areas: *Information Literacy*

This course also promotes the skill area of Information Literacy. This means that the course will:

- Designate that at least 15% of the student's grade in the course is based on an evaluation of information literacy.
- Require students to evaluate the accuracy, authority, currency, objectivity and reliability of information sources.
- Require students to address the ethical and legal uses of information.

COURSE SCHEDULE

This is a compressed 6-week course, divided into 6 learning modules. See Course map on Blackboard for learning objectives for the respective modules.

S&K refers to the required text by Swetkis & Kellogg and TS to the required text by Myron Levine, [ER] after a reading indicates that it is available on Electronic reserve at the library. Links to websites and multimedia materials are provided on Blackboard.

Week 1 : Introduction + the History of Urban America. August 28th.

Readings:

- S&K, “Introduction: Challenges and Opportunities” (pp. vii-xii).
- TS, “Introduction: The persistence of Urban Problems” (pp. xxiii-xxxv)

Video:

- One Day In the American City, PBS, <http://www.pbs.org/program/one-day-american-city/>

Assignment Due: Tuesday, Sept. 5th

- Warm Up Critical Thinking Paper. TS. Issue 4: “Are Public Subsidies for Sports Stadiums a Good Investment by Cities?”

Week 2: LABOR DAY, September 4th _ NO CLASS

Week 3: Contemporary Demographics + Geography. September 11th

Readings:

- S&K, “Demography, Geography, and Culture of Urban America” (pp. 1-3)
- S&K, “Philadelphia’s Space In Between: Inner-Ring Suburb Evolution” (pp. 19-34)
Frey, W.H. “Mid-decade, big city growth continues”, <http://www.brookings.edu/blogs/the-avenue/posts/20126/05/23-mid-decade>
Frey, W.H. “Melting pot Cities and Suburbs”, in Frey, W.H. (2015), *Diversity Explosion – How New Racial Demographics Are Remaking America*, Brookings. *ER*

Discussion 1 due by Sunday, September 16th.

Week 4: Immigration, Ethnic Enclaves & Cultural Diversity. September 18th

Readings:

- S&K, “Ethnic Enclaves and Cultural Diversity” (pp. 5-17).
- TS, Issue 1. “Does the New Immigration Burden Cities?”

Taking Sides issue1 report due Saturday, 23rd.

Week 5: Race & Class. September 25th

Readings:

- S&K, “Poverty, Class and Race” (pp. 35-36).
- S&K, “Disentangling Poverty and Race” (pp. 37-52).
- TS, Issue 9. “Should Federal Programs Seek to Deconcentrate Inner-City Poverty”.
- Kochar et al (2016), “America’s Shrinking Middle Class: A Close Look at Change Within Metropolitan Areas”, Pew Research Center, www.pewresearch.org (ER)

Taking Sides, Issue 9 report due Saturday, September 30th.

Week 6: Segregation & Inequality. October 2nd

Readings:

- S&K, “Beyond Segregation: Toward a Shared Vision of Our Regions” (pp. 53-58).
- Frey, W.H. “Neighborhood Segregation: Towards A New Racial Paradigm” in Frey, W.H. (2015) *Diversity Explosion- How New Racial Demographics Are Remaking America*, Brookings
- Berube, A. 2014. “All Cities are not Created Unequal” (<http://www.brookings.edu/research/papers/2014/02/cities-unequal-berube>). [BB]

Discussion 2 due Sunday, October 8th

Week 7: Housing & Neighborhoods I: Lending & Foreclosures. October 9th

Readings:

- S&K, “Housing and Neighborhoods” (pp. 59-61)
- S&K, “Into Oblivion, Cleveland, Ohio, 2006” (pp. 63-75)
- TS. Issue 11. “Did the Government’s Regulation of Lending Institutions Under the Community Reinvestment Act lead to the Mortgage Foreclosure Crisis?”

Taking Sides, Issue 11 report due Friday, October 13th.

Week 8: Housing & Neighborhoods II: Affordability & Gentrification. October 16th.

Readings:

- S&K, “Enclaves or Ghettos? Neighborhood Effects on Gay and Lesbian Access to City Institutions” (pp. 77-87)
- TS: Issue 2, “Does Neighborhood Gentrification Benefit the Inner-City Poor?” and Issue 10, “Should Section 8 Housing Vouchers Continue to Serve as the Backbone of the Federal Government’s Housing Efforts?”
- Sanneh, K, 2016. “There Goes The Neighborhood – Is it Really a Problem When Poor Areas Get Richer?” *The New Yorker*, July 11 & 18, 2016. (ER)
- Levy, D.K., et al. 2006. *In the Face of Gentrification: Case Studies of Local Efforts to Mitigate Displacement*. [ER]

Assignment Due: Draft Research Paper. Friday, October 20th

Week 9: Policing & Crime. October 23rd

Readings:

- S&K, “Race and the Relevance of Citizen Complaints against the Police” (pp. 101-115).
- T&S, Issue 6, “Does Broken-Windows Policing Reduce Crime?”
- Smith, J. 2014. “You Can’t Understand Ferguson without First Understanding these Three Things,” (<http://www.newrepublic.com/article/119106/ferguson-missouris-complicated-history-poverty-and-racial-tension>). [ER]

Discussion 3 due Sunday, 29th

Taking Side, issue 6 report due Friday, October 27th.

Week 10: Education & Urban Schools. October 30th.

Readings:

- S&K, “Education and Urban Schools” (pp. 117-119).
- S&K, “Context-Conscious Portraits and Context-Blind Policy” (pp. 121-123).
- TS Issue 7, “Are School Vouchers Overrated as a Strategy for reforming Public Education?” and Issue 8, “Do Charter Schools Improve Education?”
- Mather, M and Jarosz, B (2016) “Education: The Great Equalizer?” in *The Demography of Inequality in the United States*, Population Reference Bureau, <http://www.prb.org/pdf14/united-states-inequality.pdf>

Taking Sides, Issues 7 & 8, report due Friday, November 3rd.

Week 11: Urban Health. November 6th.

Readings:

- S&K, “Urban Health” (pp. 137-139).
- S&K, “My Children Need Medicine: Health Care and Illnesses” (pp. 141-152)
- S&K, “Urban Sprawl and Public Health” (pp. 153-169)
- Thomas, S.B. and Quinn, S.C. (2008), “Poverty and Elimination of Urban Health Disparities: Challenges and Opportunity”, *Annals of N.Y. Academy of Science*, pp.111-125, (ER)

Discussion 4 due Sunday, November 12th.

Week 12: Energy, Environment & Sprawl. November 13th

Readings:

- S&K, “Technology Issues in the Urban Environment” (pp. 171-173).
- S&K, “Environmental Justice and Information Technologies” (pp. 175-191).
- TS, Issue 14, “Is Urban Sprawl a Sufficiently Important Problem to merit Government Corrective Action?” and Issue 15, “Do Portland-Style Smart Growth Policies Raise Housing prices and Hurt Urban Livability?”

- Mallach, A. & Brachman, L. 2013. *Regenerating America's Legacy Cities*. [ER] The Economist, 2016. "Varieties of Inequality – The Great Divergence", www.economist.com/node/21694356/print

Taking Sides, Issues 14 & 14 due Sunday, November 19th..

Week 13: Economic Development. November 20th

Readings:

- TS, Issue 3, "Should State governments impose strong limitations on the ability of cities to use eminent domain powers for Economic development purposes?"
- TS, Issue 5, "Should cities rely on Tax Increment Financing (TIF) as a primary tool in their efforts to promote local economic development?"
- "From metropolitans to megalopitans", Robert Lang and Christina Nicholas, *Citiwire*, April 7, 2012, **ER**

Taking Sides, Issues 3 & 5, reports due Sunday, November 26th.

Week 14: Urban Governance and Citizen Participation. November 27th

Readings:

- S&K, "Urban Governance" (pp. 89-91).
- S&K, "Policy Makers Versus Citizens: Implications of Competing Values when Crafting Public Policy" (pp. 93-100).
- National Urban League, 2016. *Locked Out – Education, Jobs & Justice – A Message to the Next President*. www.stateofblackamerica.org/#LockedOut
- "Where do we fit in? CDCs and the emerging shrinking city movement", Alan Mallach, *Shelter Force*, Spring 2011, **ER**

Discussion 5 due Sunday, December 3rd.

Week 15: Sustainability & The Future of Cities. December 4th

Readings:

- S&K, "Sustainability" (pp. 201-202).
- S&K, "Food Security: An Ecological-Social Analysis to Promote Social Development" (pp. 203-214)
- S&K, "The Next Industrial Revolution" (pp. 215-227)
- Mallach, A. & Brachman, L. 2013. *Regenerating America's Legacy Cities*. [ER]
- The Economist, 2016. "Varieties of Inequality – The Great Divergence", www.economist.com/node/21694356/print

Assignments due:

- **Final Contemporary Urban Issue Paper due Friday, December 8th.**

